

Supporting & Enhancing Children's Social & Emotional Development



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Learning Objectives



- ❧ This training was developed to specifically meet the standards and requirements of CDA Preschool Candidates which includes:
 - ❧ *Adult Modeling*- Learn and understand you are the behavioral model.
 - ❧ *Self-Esteem*- Learn and understand how to increase children's self-esteem.
 - ❧ *Self-Regulation*- Learn to identify your own emotional process.
 - ❧ *Socialization*- Understanding the importance of different types of play.
 - ❧ *Cultural Identity*- How culture plays a role in child development.
 - ❧ *Conflict Resolution*- Identify and resolve conflicts thru CD skills.
- ❧ **Emotional Intelligence**- The ability to identify, use, understand, and manage emotions in positive ways to relieve stress, communicate effectively, empathize with others, overcome challenges, and defuse conflict.

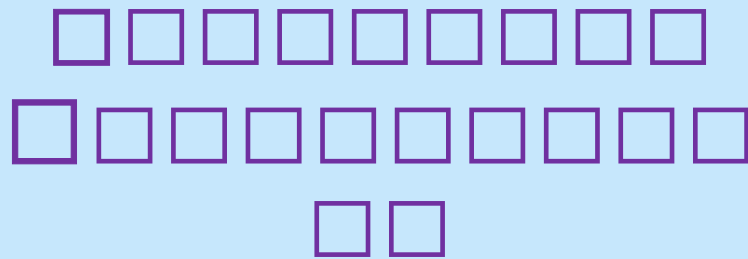
Definitions

- ◎ **Social Emotional Development**– The developing capacity of the child from birth through five years of age to:
 1. Form close and secure adult and peer relationships;
 2. Experience, regulate, and express emotions in socially and culturally appropriate ways; and
 3. Explore the environment and learn—all in the context of family, community, and culture.
- ◎ **emotional wellbeing** – this includes being happy and confident and not anxious or depressed
- ◎ **psychological wellbeing** – this includes the ability to be autonomous, problem-solve, manage emotions, experience empathy, be resilient and attentive
- ◎ **social wellbeing** – has good relationships with others and does not have behavioral problems, that is, they are not disruptive, violent or a bully.

(Adapted with permission from ZERO to THREE's definition of infant mental health, 2001.)

Emotional Intelligence

AKA: "Soft Skills"



The ability to identify, use, understand, and manage emotions in positive ways to relieve stress, communicate effectively, empathize with others, overcome challenges, and defuse conflict. Emotional Intelligence impacts many different aspects of your daily life, such as the way you behave and the way you interact with others.

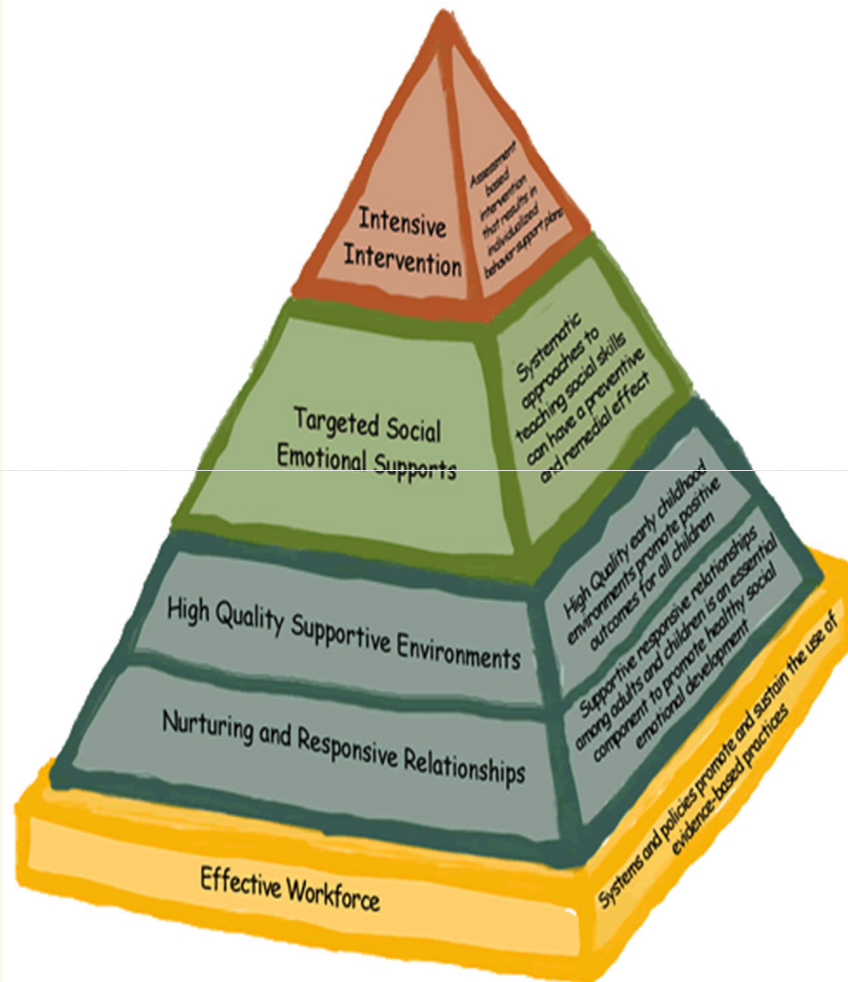
Soft Skills= the cluster of personality traits, social graces, communication, language, personal habits, friendliness, and optimism that characterize relationships with other people.



The 5 Components of E.I

Components	Definition	Hallmarks
Self-Awareness	The ability to recognize & understand your moods, emotions, and drives as well as their effects on others.	Self-confidence Realistic self-assessment. Self-deprecating sense of humor
Self-Regulation	The ability to control or redirect disruptive impulses and moods. The propensity to suspend judgment- to think before acting.	Trustworthiness and integrity Comfort with ambiguity Openness to change
Motivation	A passion to work for reasons that go beyond money or status. A propensity to pursue goals with energy and persistence.	Strong drive to achieve Optimism, even in the face of failure Organizational commitment
Empathy	The ability to understand the emotional makeup of others. Skills in treating people according to their emotional reactions.	Expertise in building & retaining talent Cross-cultural sensitivity Service to clients & customers
Social Skills	Proficiency in managing relationships & building networks. An ability to find common ground and build rapport.	Effectiveness in leading change Persuasiveness Expertise in building & leading teams

CSEFEL= Center on the Social & Emotional Foundations for Early Learning



Intensive Intervention=

Assessment based interventions that result in Individualized Behavior Support Plans.

Targeted Social Emotional Supports=

Systematic approaches to teaching social skills can have a preventive remedial effect.

High Quality Supportive

Environments= High quality early childhood environments promote positive outcomes for children.

Nurturing & Responsive

Relationships= Supportive responsive relationships among adults & children is an essential component to promote healthy Social Emotional development.

Effective Work Force= Systems & policies promote and sustain the use of evidence based practices.

ADULT MODELING



Composure
Problem-Solving
Self, Social, Guidance

What Should You Be Modeling and Why

❧ **Composure-** Children get their cues from adults on how to respond to situations.

Remember, Conscious Discipline= No one can make you feel any way.

❧ **Problem-solving-** Children become upset because they have not yet acquired the Skills to solve the problems that create their upsets. Adults must show children how to solve their own problems to help foster and create Self-esteem and

❧ **Appropriate Behavior-** As the role models for children, adults need to model what is appropriate rather than punishing inappropriate behaviors. They learn from us.

❧ **Table Etiquette-** Just one example of modeling expectations during meal time.

❧ **Complex Tasks-** Hand-over-hand; demonstrations, examples, are all good ways to model how to complete complex tasks.

WHY Q-TIP



- Q-TIP= Quit Taking It Personally
- *Discipline is an emotional & visceral process*
 - Attachment to our children
 - Activates the lower brain “Limbic” system
 - Activates when something moves us strongly
 - And thus, we associate it closely tied to us
 - Know your buttons- Practice “Active Calming”
 - STAR (S**top** or s**mile**, T**ake** a deep breath, A**nd** R**elax**)
 - Affirm “I am safe, Keep breathing, I can handle this”
 - Wish the child, adult, or situation Well.
 - Therefore, learning how to Q-TIP is an essential part of teaching, disciplining, and modeling appropriate behaviors for our Children.



SELF-ESTEEM



SELF-REGULATION

MOTIVATIONS

Self-Esteem

- ❧ The confidence & satisfaction in oneself.
- ❧ A sense of personal worth & ability is fundamental to an individual's identity.
- ❧ It's a judgment as well as an attitude of one self.
- ❧ also known as the evaluative dimension of the self that includes feelings of worthiness, prides and discouragement



Self-Regulation

- ❧ Is the Self-control and management of short-term desires. Aka. **Impulse control**.
- ❧ According to Self-Regulation Theorist "Baumeister et al (2007); there are **4** components of Self-Regulation:
 - ❧ **Standards**- of desirable behaviors
 - ❧ **Motivation**- to meet standards
 - ❧ **Monitoring**- of situation and thoughts that precede breaking the standards.
 - ❧ **Willpower**- Internal strength to control urges.



How “Motivation” works

- **Motivation=** An intrinsic or extrinsic reason to be moved or directed to act accordingly.
 - ***Intrinsic Motivation-*** *Internal desires to perform a particular task, people do certain activities because it gives them pleasure, develops a particular skill, or it's morally the right thing to do.*
 - ***Extrinsic Motivation-*** *Factors external to the individual and unrelated to the task they are performing. Examples include:*
 - Money
 - Good grades
 - Rewards
- At ages 3,4,5- are children more:
 - *Intrinsically or extrinsically motivated????*
 - Why? Discuss some reasons

CD components in Behaviors Management

Seven Basic Skills of Discipline

1. **Composure**-*Becoming the person you want children to be*
2. **Encouragement**- *Building a School Family*
3. **Assertiveness**-*Saying "No" and being heard*
4. **Choices**-*Building Self Esteem and Will Power*
5. **Positive Intent**- *Creating Teaching moments*
6. **Empathy**- *Handling the fussing and the fits*
7. **Consequences**- *Helping children learn from their mistakes*



WHY why why why why OH WHY??

- Why Conscious Discipline?

- *Brain Research*, based in Love, evidence based practices.
But mostly, because it WORKS 😊😊

- Brain Research Finds:

- 3 Primary “Brain” States

- » The Brain Stem= “Survival State”

- » Fight or Flight, Non-verbal, aggression, withdrawing

- » The Limbic System= “Emotional State”

- » Verbal, descriptive, emotional.

- » The Pre-Frontal Lobes= “Executive State”

- » Problem-Solving, logical, skill

- Adults help children “download” the skills we’ve mastered.

- » We are the ones that help bring the child “Up To” the higher Brain State.



HOW

now this is the good stuff 😊



- 1st- Identify which “Brain State” the child is currently in.
 - *What it looks like when a child is in the Brain Stem (Survival)*



- *Then- Breathe, Say “I am safe, I can handle this”*
 - Approach child gently. Your goal= Bring up to next Brain State
 - Use Noticing “Your face is doing this and your arms went like this”
 - Wait for eye contact & then calmly take a breath and say “There you are, you’re safe”. “You seem Angry, sad, upset...”
 - Understand, you are the Model, be the person you want this child to be. Help him/her manage their upsets by being Composed!
- *Then- Once out of Brain Stem to Limbic, you have to lend them your executive skills to problem solve.*





HOW

The good stuff (Continued)

- *“So you were hoping” “You were wanting to....”*
 - This is for acknowledgement purposes. Once the child believes you understand, it's SAFER for them to process their upset.
- The Brain is Pattern-Seeking. The daily routines and rituals help lend to the safety they feel.
 - *Discipline is something we develop within children, not something we DO TO them.*
- Connections (Wish you Well's; Brain Smart Starts, Family & Friends Boards, Helping Jobs, ect) literally wires your brain for Self-Regulation & Willingness.
 - *Which means- When our children feel safe, feel like they belong, feel like they are contributing (being helpful), we are teaching them to self regulate and increase their willingness to be compliant.*
- I can give you the tools for Positive Discipline but Remember: IT STARTS IN THE HEART. Your heart, my heart, our hearts, because We're in this together!!

Let's Practice



❧ Scenario #1

- ❧ You observe Jimmy and Johnny playing nicely in the block area. You turn your head for just one moment and Jimmy begins crying loudly. What do you do?

❧ Scenario #2

- ❧ You and the children are at outside play. You are interacting with a group of 3-4 children when suddenly one child spits and hits the child sitting beside him. How do you respond?

❧ Scenario #3

- ❧ You observe a child hit another child with a large , but soft object. The child then runs from you to avoid "getting into trouble", how do you respond to this incident?

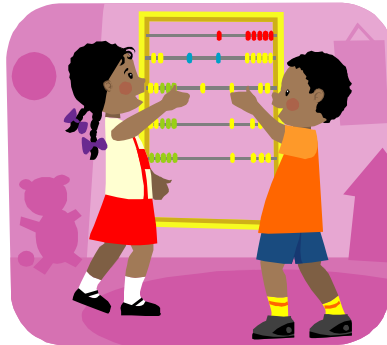
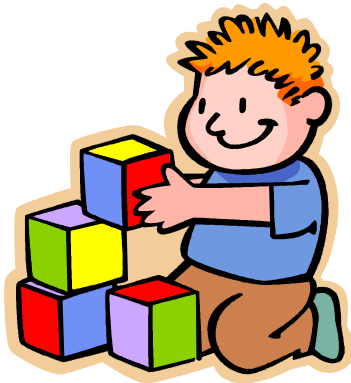
socialization



The importance of having
Friends 😊

Importance of Socialization

- ❧ Parents & Teachers need to understand that there are social milestones children need to achieve to continue having healthy relationships with others.
- ❧ Social Milestones= Definitive phases of social development.





Steps for Socializing

- Socializing young children begins at home:
 - **Social programming**- Parents begin by providing closely supervised and structured activities with child at home.
 - **Next step**- arranging "play dates" with other children and responding to child's cues. Consider variables like:
 - Tired, hungry, moody, separation issues. HALT
 - **Group Play**- typically begins in Pre K or a day care type setting. Again, supervised structured activities is how children learn expected behaviors.
 - **Addressing inappropriate behaviors such as:**
 - Language- Foul language- How do we address?
 - Action- hitting, kicking, ect..-How do we respond?



Cultural Identity



Conflict Resolution



Cultural

Identity & Considerations

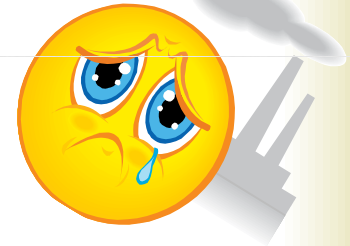
- ❧ **Culture** (Frisby, 1992)= As a pattern of living, customs, traditions, values, and attitudes.
 - ❧ Blended families, GLBTQ families, multi-racial families, etc..
- ❧ **Cultural Identity**= Captures change, uncertainty, and ambiguity. Incorporates diversity and pluralism.
- ❧ **Considerations**: Identify and understand the different Cultures within your own class.

Culture Continued



❧ Possible Cultural differences in Skill & Behavior

- ❧ Early Motor Development
- ❧ Obedience
- ❧ Toilet Training
- ❧ Verbal Skills
- ❧ Temperament
- ❧ Feeding
- ❧ Crying
- ❧ Independence
- ❧ Learning
- ❧ Sleeping



Conflict Resolution



How we help

Resolving Conflicts

❧ Typical Conflicts

- ❧ Sharing
- ❧ Hitting
- ❧ Name Calling
- ❧ Being Mean
- ❧ Little Patience
- ❧ Pre-Existing
- ❧ Tattling

❧ Resolutions to Conflicts

- ❧ Noticing
- ❧ Helping
- ❧ Encouraging
- ❧ Supporting
- ❧ Understanding
- ❧ Being Non-judgmental
- ❧ Problem-Solving



Easy to remember steps

This acronym can be used as a quick reminder: **A.C.T**

A = **Acknowledge**- adults must acknowledge the underlying emotion.

"You seem upset/angry/frustrated, something happened?"

"You seem frustrated because you want to play with that toy but don't know the words to use"

C = **Calm**- children don't automatically know how to calm themselves.

"I will be right here until you feel better, would you like to take some breaths with me or go to ??????"

T = **Teach**- Children don't know how to handle certain situations.

"next time that happens, use your words, say"

Have them practice and offer positive praise



“Instant Rewind”

- 4 STEPS TO SUCCESSFUL RESOLUTION

1. *Are You Willing?*

1. Willingness is required

2. *S.T.A.R.*

1. Any Breathing activity to dis-engage stress

3. *Wish Well*

1. Teaches empathy

4. *Let's Do It*

1. “I Don’t like it when you do that” or
2. Give them the words to problem-solve.

Tattling



3 Main Reasons:

1. **Intrusion**- This tattling is done when a child feels "intruded" upon and doesn't have the words or skills.
2. **Revenge**- This child is tattling to get another into trouble.
3. **Safety**- This child is letting you know that there is a safety issue or concern that their worried about.

3 ways to Respond:

"Did you like it when?"

"Are you telling me to be hurtful or helpful?"

"Thank you, I will take care of it"

Summary



Review

Things to Remember



- ❧ YOU are an important Role Model ☺
- ❧ Q-TIP- A child's behavior is a message, not an attack
- ❧ Differences in Behaviors could be Cultural.
- ❧ Handle Tattling with "Helpful or Hurtful" in mind.
- ❧ Listen with your ears, eyes, and your Heart:
 - ❧ 90% of communication is Non-Verbal.
- ❧ Resolve conflicts with intention of teaching.
 - ❧ Remember: "teachable moments"
- ❧ Self esteem needs encouragement to grow
- ❧ Teaching Self-regulation requires us to master it 1st!!
- ❧ Last but not least.....



THE END



I

WISH

YOU

WELL

MY

FRIENDS